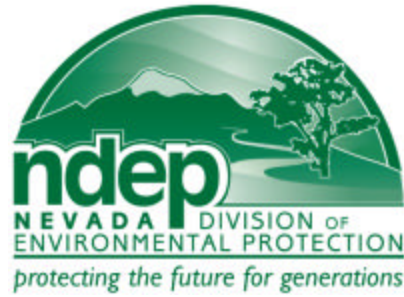


Solid Waste & Recycling Curriculum
School Recycling
With
Oregon Green School Tools and Go Green Initiative
Planning Guides



Recycling Program Setup

Introduction	SR-3
Overview (outline)	SR-5
Mission Statement	SR-7
Signs and Education	SR-10
Storage and Pickup	SR-12
Data	SR-15

NON-NDEP RESOURCES

Oregon Green School Tools	Tab 5
Go Green Initiative Planning Guide	Tab 6



Introduction

Recycling Program Setup Schools

For schools in Washoe County, the local waste management company limits its pickup of recyclable materials to office grade paper. In response to this, schools should set up an office paper recycling program prior to attempting to set up the collection of other recyclable materials.

My recommendation is to follow the general guidelines, more or less, as they are laid out in this curriculum.

The initial setup of the program will be fairly labor intensive for the students. They will spend class time (or after school time) writing mission statements, drawing logos, creating signs, and creating presentations. Once the bins are placed, the work ought to be routine enough to the point the students are autonomous.

This process is extremely empowering for the students. They will feel a sense of connection and ownership to the program. This is important to the success of the program because it will foster a change in culture and behavior.



Solid Waste & Recycling Curriculum

For schools in Washoe County, the only recyclable material that is collected by the waste management company is office paper.

Individual Schools will need to contact Washoe County School District to gain access to account information.

Recycling Program Setup

Schools

The waste management company will need to be contacted within the first couple of weeks of planning.

- I. Public Relations
 - a. Mission Statement
 - b. Signs
 - i. Posters
 - ii. Design School Recycle Logo
 - iii. List of acceptable items
 - c. Education
 - i. Faculty
 - 1. e-mail
 - 2. Faculty meetings
 - ii. Staff
 - 1. Staff meetings
 - 2. Signs listed on or above bins
 - 3. Bi-lingual
 - iii. Students
 - 1. Classroom presentations
 - 2. School wide or grade wide assemblies
 - 3. Signs listed on or above bins

II. Storage and Pickup

a. Bins

- i. Placement
- ii. Size
- iii. Proper number
- iv. Building (if not purchasing)
- v. Secondary storage

b. Collection

- i. Within classrooms
 1. Available pickup times
- ii. Waste Management
 1. Available pickup times

c. Sorting

- i. Sort appropriate materials
 1. List contaminants

III. Data

a. Measurement

- i. Scale
- ii. Secondary containment

b. Recording

- i. Data record sheets
- ii. Computer graphing and data manipulation



Mission Statement

Recycling Program Setup

Schools

Mission Statement

The mission statement is a difficult concept for 5th graders to grasp, but it is an extremely important step in the process.

The mission statement will help to create ownership for the students by allowing them to take part in the purpose and direction of the program.

The mission statement should contain these 3 main components:

The purpose of the organization.

This would be your recycling group. Why is it there?

The business of the organization.

How are you going to achieve your purpose? What are you going to do in order to reach those goals?

What are the values of your organization?

Why does your class, or school want to recycle? What drives them to want to have a recycling program? What are the values of your group?

Suggested Procedure

1. Begin by introducing the concept of the mission statement to the students.
2. Describe the value of a mission statement.
3. Explain the three main components of the mission statement.
4. Read the provided example and write it on the board.
5. Break the provided example down into its main components for the students.
6. Have the students write a mission statement by focusing on one component at a time.
7. After each component is written, have the group present some of their ideas.

(This may take a few class periods. Allow them to take their time to enable them to grasp the concept)

8. Have the students vote on each component.

When the completed mission statement has final class approval, adopt and publish it.

Mission statement example

Sage Ridge Recycling Mission Statement

The Sage Ridge School is committed to saving the environment by recycling, reducing, and reusing. The students and faculty will educate our school community and collect recyclable materials in order to meet our stated goals. We recycle, reduce, and reuse for the benefit of our world and community.

(Written by Sage Ridge School's 5th grade classes 2007)

The purpose of the organization.

The Sage Ridge School is committed to saving the environment by recycling, reducing, and reusing.

The business of the organization

The students and faculty will educate our school community and collect recyclable materials in order to meet our stated goals.

What are the values of your organization?

We recycle, reduce, and reuse for the benefit of our world and community.



Recycling Program Setup

Schools

Signs

There are two main types of signs that the students should make for the paper recycling program.

The first type of sign should be poster style. The posters should announce the start of the recycling program. The posters should be general in nature and they should generate a sense of excitement. The posters should be put in common areas.

The other type of sign should be specific to the type of materials that are being collected. It is best to keep this sign to a standard 8.5" X 11" piece of paper or smaller. This type of sign should be simple and to the point. These signs should be placed either on the recycling bin itself or just above it. Attached is an example from the Sage Ridge recycling program.

Another option that a teacher or school may want to consider would be creating a logo for the program. The logo should be designed selected by the students. Logo design is encouraged as it promotes a sense of ownership and connection to the program.

Education

Most of the education done for the recycling program will need to be done by the teacher. All staff and faculty will need to be informed. This can (and should) be done through e-mail, faculty and staff meetings, and grade level planning groups. Specific and general information should be provided.

For the program to be successful, you must have the support of the Faculty and Staff.

It will also be important for the custodial staff to be included. They should be made aware of how to identify the bins. It should also be made expressly clear that the bins should not be emptied.

The students should also be involved in the school's recycling education. The students should prepare announcements and presentations that can be delivered school-wide. Good opportunities to present the recycling program are morning and afternoon announcements, assemblies, and visiting different classrooms.



Storage and Pickup

Recycling Program Setup

Schools

Bins

The bins that are used for the collection of paper in a recycling program should be uniform. That is, they should, if at all possible, be the same color and approximately the same shape. The industry standard is a blue container with the recycle logo on the side. Students, faculty, and staff will be more likely to use the containers if they are able to recognize them.

A survey of the school should provide the number of containers needed and the placement of those containers. The containers should be placed where they are visible and in places that are convenient. It should be easier to throw the paper into the recycling bin than it is to throw into the trash can.

There should be a secondary storage bin or container to hold the collected paper in between waste management company pickups. In most cases the waste company will provide the storage units. If they do not then the school will need to provide them.

Collection

Collection of paper should be done on a regular basis. For most classrooms one pickup per week should be sufficient.

All Faculty and Staff should be aware of collection dates.

If the bins are full or close to being full, the teacher should consider collection two times a week. It is important to keep track of the amount of paper collected (we will discuss data collection later).

Be aware of the waste management company's collection dates. Use this information to determine when bins need to be set out and when classroom collection needs to be done. Collection dates will help you also determine how many secondary containers are needed for storage.

Sorting

When the recycling program first gets started, sorting should be done by the students before the paper ends up in the secondary container.

Using the list of acceptable materials, the students should sort all paper and record any types of contaminant. The contaminant should be then thrown in the trash.

A record of the contaminants should be used for further education of faculty, staff, and students

Having the students do the sorting in the beginning stages of the program will help them get a better idea of the acceptable items for collection. It will also help them become an “expert” on recycling.



Solid Waste & Recycling Curriculum

Data

Recycling Program Setup Schools

Data

The collection of data from your recycling program will help you monitor how well the program is doing and also help you identify potential problems.

When collection and sorting is done each week, the paper should be weighed. (a regular bathroom scale is acceptable) A record of the weight should be recorded. As previously stated, a record of contaminants should also be listed.

A record of unusual events should also be recorded in order to help interpret the data collected. For example, if the bin is dumped midweek without notification of the recycling program, the weekly numbers may be low. Other events such as the end of the year may show a spike in weight due to the purging of lockers or desks.

The following is an example of a spreadsheet that was used at Sage Ridge School upon the setup of their program.

Date of
Collection _____

Weekly Collection Record

Type of scale used: _____

Calculations:
Recorded in pounds (lbs.)

Upper School _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

Bin weight + Paper: _____

Middle School _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

Bin weight + Paper: _____

Office _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

Bin weight + Paper: _____

Bin weight: _____

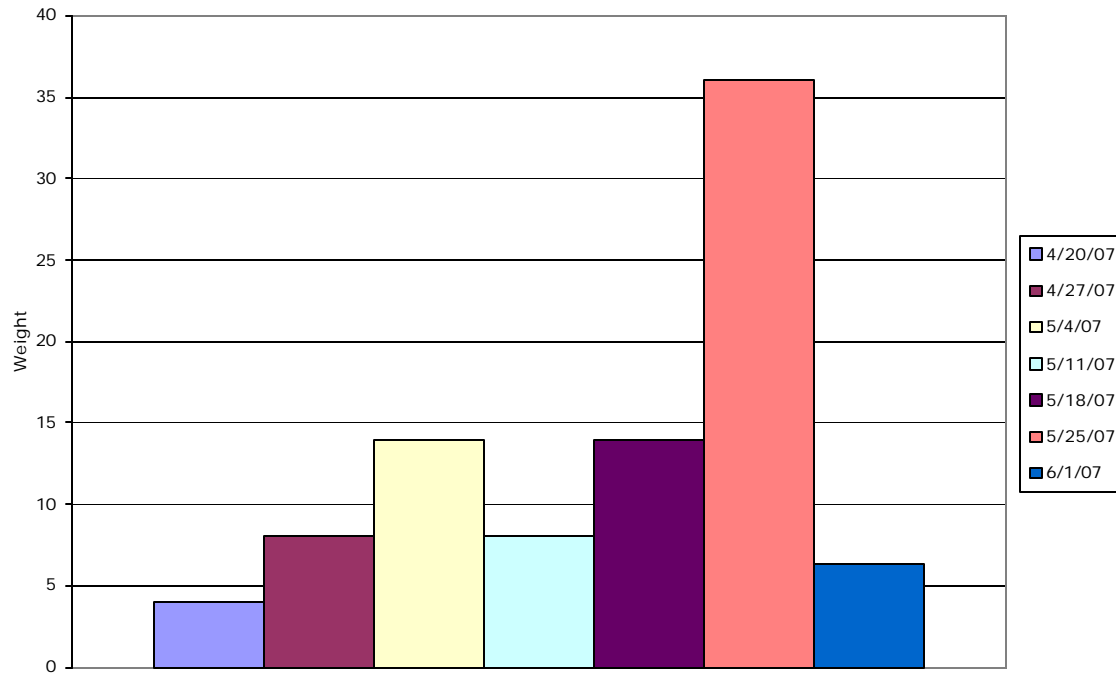
Bin weight + Paper: _____

Data Summary

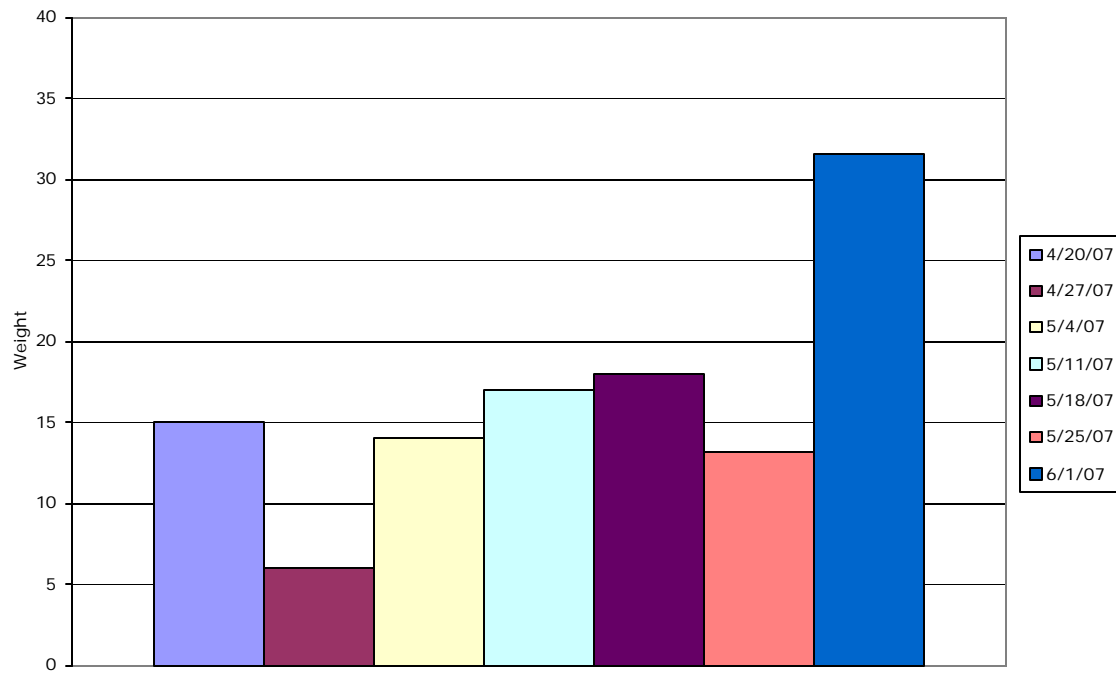
School Total

	Upper School	Middle School	Office	Total Collected (lbs.)
4/18/2007	17	15	0	32
4/20/2007	4	15	5	24
4/27/2007	8	6	6	20
5/4/2007	14	14	1	29
5/11/2007	8	17	6	31
5/18/2007	14	18	32	64
5/25/2007	36	13.2	9.3	58.5
6/1/2007	6.3	31.6	16.4	54.3
6/8/2007	0	0	0	0
6/15/2007	0	0	0	0

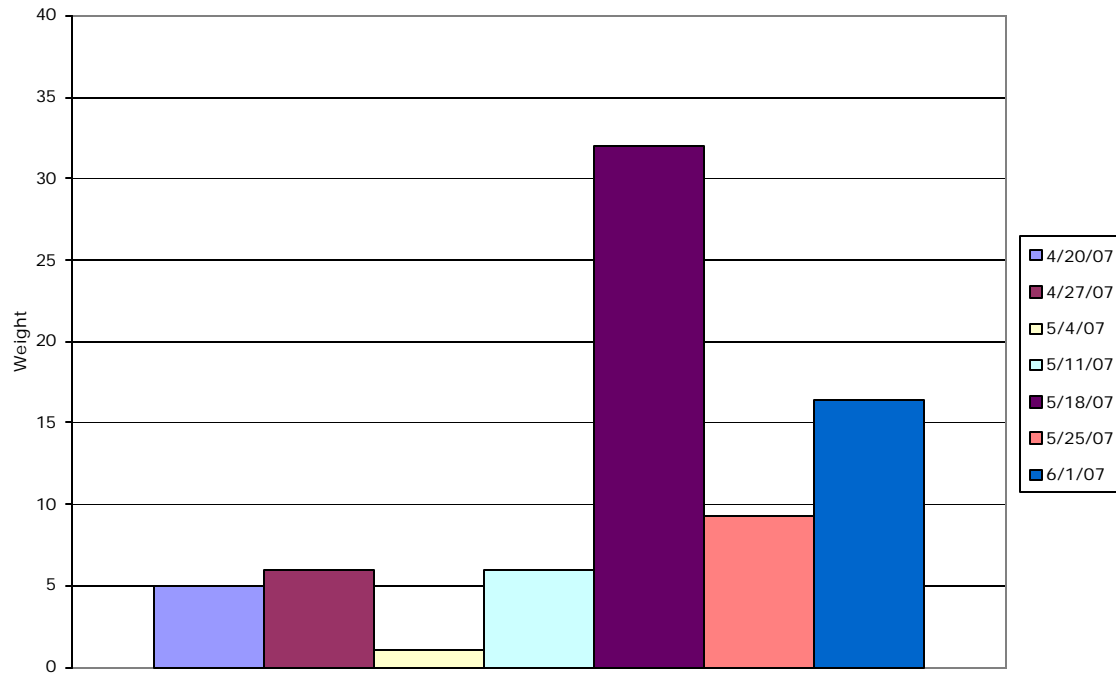
Upper School Paper Totals



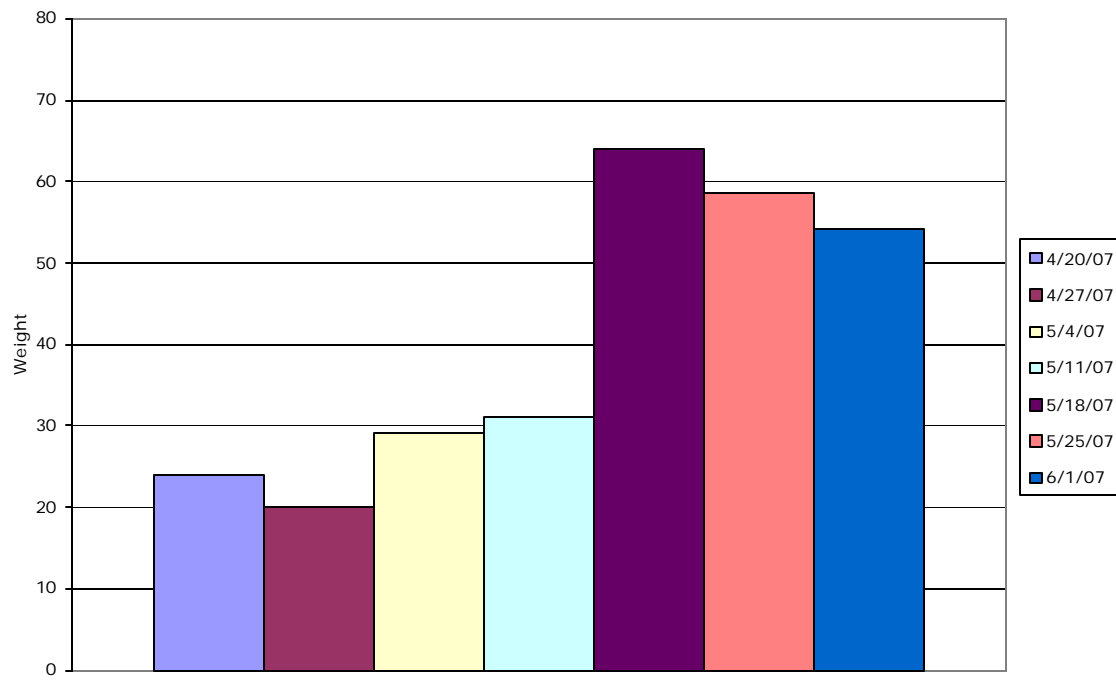
Middle
School Paper Totals



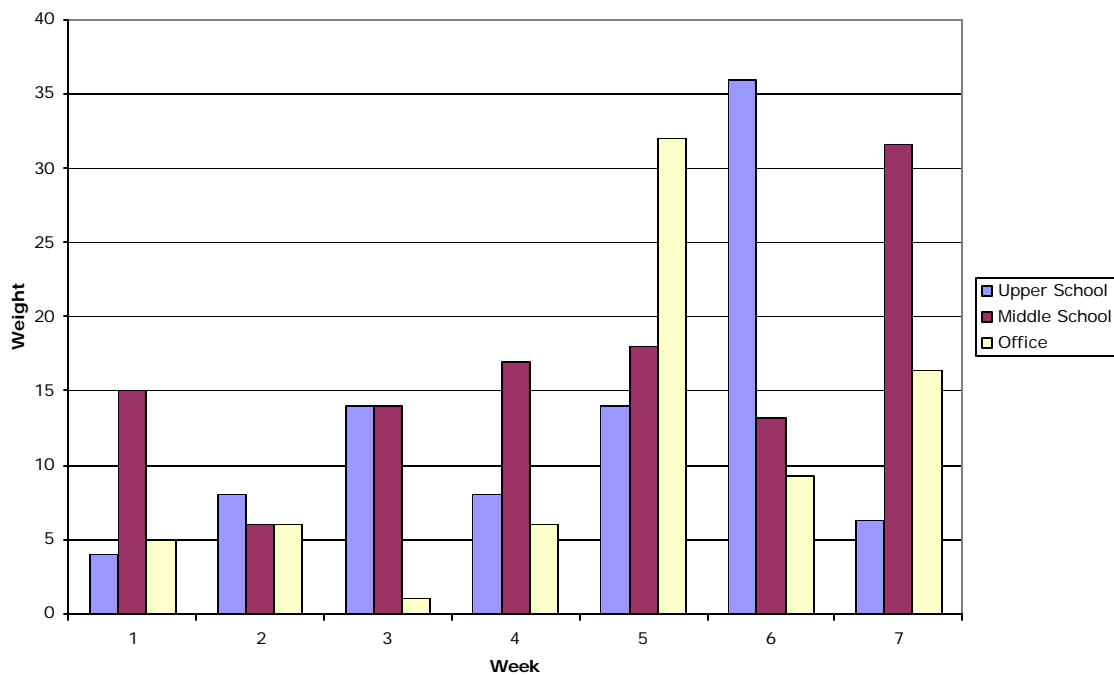
Office Paper Totals



School Paper Totals



Collection Comparison



Trends

